

GRADE SPAN PK-08

41-3890-050 OXFORD CENTRAL SCHOOL 17 KENT STREET OXFORD, NJ 07863-0510

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- Focus attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

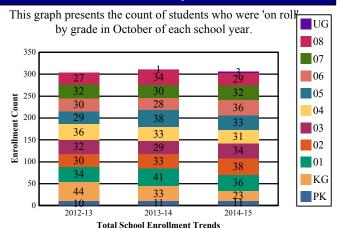
To learn more about New Jersey's school accountability system, please visit: http://www.nj.gov/education/educators/.



DEMOGRAPHIC INFORMATION

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Enrollment by Grade

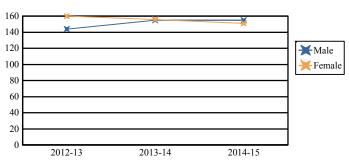


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment									
2012-13	304								
2013-14	311								
2014-15	306								
	2.00								

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	144	160
2013-14	155	156
2014-15	155	151

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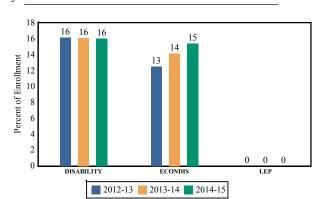
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Enrollment by Ethnic/Racial Subgroup

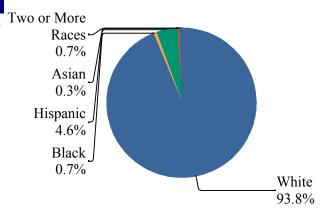
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

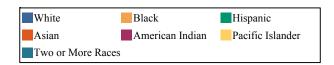
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation								
2014-15	Count of Students	% of Enrollment						
Students with Disability	49	16%						
Economically Disadvantaged Students	47	15.4%						
English Language Learners	0	0.0%						





Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	<u>Percent</u>
English	100.0%



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	51%	39	55
Math Met or Exceeded Expectation	33%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	178	51.1%	95%	95.9%	YES
White	172	49.5%	95%	95.7%	YES
African American	-	-			
Hispanic	-	-			
American Indian	-	-			
Asian	-	-			
Two or More Races	-	-			
Students with Disability	31	16.1%	95%	96.9%	-
English Language Learners	-	-			
Economically Disadvantaged Students	-	-			

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	177	32.8%	95%	94.9%	YES
White	171	33.3%	95%	94.7%	YES
African American	-	-			
Hispanic	-	-			
American Indian	-	-			
Asian	-	-			
Two or More Races	-	-			
Students with Disability	-	-			
English Learner Students	-	-			
Economically Disadvantaged Students	-	-			

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels										
Level 1:	Level 2:	Level 3:	Level 4:	Level 5:						
Did Not Yet Meet	Partially Met	Approached	Met	Exceeded						
Expectations	Expectations	Expectations	Expectations	Expectations						
(Min. 650)				(Max. 850)						



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PARCC ELA Performance Distribution - Grade - 03

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	28	752	744	4%	29%	14%	50%	4%	54%	44%
White	27	752	753	4%	30%	15%	48%	4%	52%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	_	-	724	-	-	-	-	-	-	24%



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PARCC ELA Performance Distribution - Grade - 04

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	Exceeded	State % Met/Exceeded Expectation
Schoolwide	30	743	751	3%	27%	23%	40%	7%	47%	52%
White	29	742	758	3%	28%	24%	38%	7%	45%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%



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PARCC ELA Performance Distribution - Grade - 05

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	Exceeded	State % Met/Exceeded Expectation
Schoolwide	28	745	751	7%	7%	43%	43%	0%	43%	53%
White	27	743	757	7%	7%	44%	41%	0%	41%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%



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PARCC ELA Performance Distribution - Grade - 06

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	34	746	749	3%	15%	32%	50%	0%	50%	50%
White	31	744	755	3%	16%	35%	45%	0%	45%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%



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PARCC ELA Performance Distribution - Grade - 07

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	Exceeded	State % Met/Exceeded Expectation
Schoolwide	31	768	750	0%	16%	19%	39%	26%	65%	53%
White	31	768	757	0%	16%	19%	39%	26%	65%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%



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PARCC ELA Performance Distribution - Grade - 08

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	Exceeded	State % Met/Exceeded Expectation
Schoolwide	27	748	750	0%	22%	33%	41%	4%	44%	53%
White	27	748	757	0%	22%	33%	41%	4%	44%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%



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PARCC MATH - Performance Distribution - Grade - 03

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	%	% Level_4	%	% Met/ Exceeded	State % Met/Exceeded Expectation
Schoolwide	28	748	746	11%	14%	25%	36%	14%	50%	46%
White	27	749	752	11%	15%	22%	37%	15%	52%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%



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PARCC MATH - Performance Distribution - Grade - 04

grade-level expectations, Level 2 -Partially	met expe	ciations, Level	3 - Approached e	xpectations,	Level 4 - M	et expectatio	ns, and Lev	ei 5 - Excee	ded expectation	S.
Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	30	731	744	10%	43%	20%	27%	0%	27%	42%
White	29	730	749	10%	45%	17%	28%	0%	28%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%



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This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet present the grade-level expectations. Level 2 - Partially met expectations. Level 3 - Approached expectations. Level 4 - Met expectations and Level 5 - Exceeded expectations.

PARCC MATH - Performance Distribution - Grade - 05

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	28	748	744	4%	7%	50%	36%	4%	39%	42%
White	27	748	749	4%	7%	48%	37%	4%	41%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%



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PARCC MATH - Performance Distribution - Grade - 06

grade-level expectations, Level 2 -Partially	y met expe	ctations, Level	3 - Approached e	xpectations,	Level 4 - M	et expectatio	ns, and Lev	ei 5 - Excee	ded expectation	S.
Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	34	736	743	0%	21%	53%	24%	3%	26%	42%
White	31	735	749	0%	23%	52%	23%	3%	26%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%



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PARCC MATH - Performance Distribution - Grade - 07

grade-level expectations, Level 2 -Partially	y met expe	ctations, Level	3 - Approached e	xpectations,	Level 4 - M	et expectatio	ns, and Lev	ei 5 - Excee	ded expectation	S.
Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	31	743	740	0%	26%	42%	29%	3%	32%	38%
White	31	743	745	0%	26%	42%	29%	3%	32%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%



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PARCC MATH - Performance Distribution - Grade - 08

grade-level expectations, Level 2 -Partially	y met expe	ciations, Level	3 - Approached e	xpectations,	Level 4 - M	et expectatio	ns, and Lev	ei 5 - Excee	ded expectation	S.
Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	Exceeded	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	1	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%



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PARCC ALGEBRA I - Performance Distribution

grade-level expectations, Level 2 -Partially	y met expe	ciations, Level	3 - Approached e	xpectations,	Level 4 - M	et expectatio	ns, and Lev	ei 5 - Excee	ded expectation	S.
Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	13	745	740	0%	8% 	54%	38%	0%	38%	40%
White	13	745	746	0%	8%	54%	38%	0%	38%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%



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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 http://www.nj.gov/education/pr/1415/naep/naep4read.html
http://www.nj.gov/education/pr/1415/naep/naep8read.html
http://www.nj.gov/education/pr/1415/naep/naep8math.html
http://www.nj.gov/education/pr/1415/naep/naep8math.html

For more information, visit http://nces.ed.gov/nationsreportcard/

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8



ACADEMIC ACHIEVEMENT

WARREN OXFORD TWP

GRADE SPAN PK-08

41-3890-050 OXFORD CENTRAL SCHOOL 17 KENT STREET OXFORD, NJ 07863-0510

NJASK Results - Science Grade Level - 04

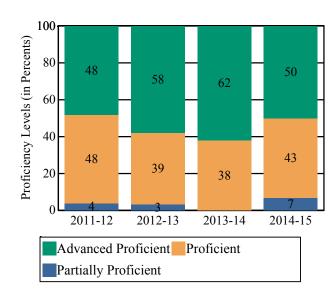
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	50%	43%	7%
White	48%	45%	7%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





ACADEMIC ACHIEVEMENT

WARREN OXFORD TWP

GRADE SPAN PK-08

41-3890-050 OXFORD CENTRAL SCHOOL 17 KENT STREET OXFORD, NJ 07863-0510

NJASK Proficiency Trends - Science - Grade Level - 08

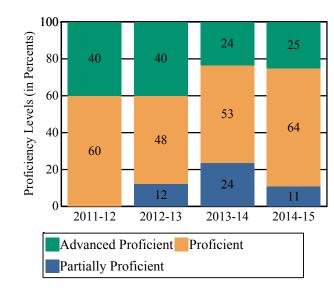
NJASK Results - Science Grade Level - 08

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups

categories for all appropriate studg			
Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	64%	11%
White	25%	64%	11%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





41-3890-050 OXFORD CENTRAL SCHOOL 17 KENT STREET OXFORD, NJ 07863-0510

GRADE SPAN PK-08

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
13	13

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
-	38.5%

⁻ Data Suppressed to protect the confidentiality of students

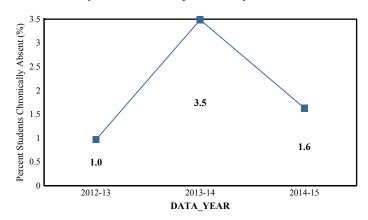


COLLEGE AND CAREER READINESS

WARREN OXFORD TWP

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15

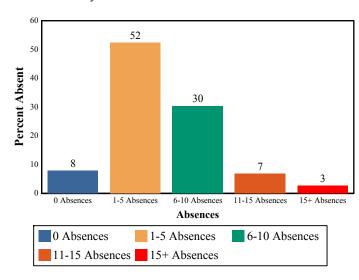
State of New Jersey 2014-15

GRADE SPAN PK-08

41-3890-050 OXFORD CENTRAL SCHOOL 17 KENT STREET OXFORD, NJ 07863-0510

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.





COLLEGE AND CAREER READINESS

WARREN OXFORD TWP

GRADE SPAN PK-08

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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported



STUDENT GROWTH

WARREN OXFORD TWP

GRADE SPAN PK-08

41-3890-050 OXFORD CENTRAL SCHOOL 17 KENT STREET OXFORD, NJ 07863-0510

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	68	59	35	YES
Student Growth on Math	37	23	18	35	YES
		46	39		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

	GROWTH		
(Expectations)	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	10%	5%	2%
Approached	12%	13%	7%
Met	5%	18%	18%
Exceeded	0%	2%	6%

Language Arts

Math			
[GROWTH		
(Expectations)	Low	Typical	High
Did Not Yet Meet	5%	0%	0%
Partially Met	18%	11%	2%
Approached	16%	11%	10%
Met	9%	8%	9%
Exceeded	0%	0%	1%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.



WITHIN SCHOOL ACHIEVEMENT GAP

WARREN OXFORD TWP

GRADE SPAN PK-08

41-3890-050 OXFORD CENTRAL SCHOOL 17 KENT STREET OXFORD, NJ 07863-0510

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	779	770
50th	755	743
25th	714	715
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	65	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	769	767
50th	749	745
25th	725	722
Oth	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45



WITHIN SCHOOL ACHIEVEMENT GAP

WARREN OXFORD TWP

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	760	773
50th	745	750
25th	717	728
Oth	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	776	850
75th	764	773
50th	738	751
25th	730	728
Oth	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

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GRADE SPAN PK-08

41-3890-050 OXFORD CENTRAL SCHOOL 17 KENT STREET OXFORD, NJ 07863-0510

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	747	764
50th	724	742
25th	711	721
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	756	763
50th	747	743
25th	738	723
Oth	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	18	40



WITHIN SCHOOL ACHIEVEMENT GAP

WARREN OXFORD TWP

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	763	770
50th	746	749
25th	729	726
Oth	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	44

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	837	850
75th	787	776
50th	772	751
25th	745	724
Oth	706	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	52

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GRADE SPAN PK-08

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Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	779	850
75th	745	763
50th	731	742
25th	724	721
0th	706	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	21	42

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	755	759
50th	737	740
25th	727	720
Oth	711	650

	Scale Score Gap - School	Scale Score Gap - State	
25th vs 75th Gap	28	39	



WITHIN SCHOOL ACHIEVEMENT GAP WARREN

WARREN OXFORD TWP

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	769	777
50th	748	751
25th	730	723
0th	704	650

	Scale Score Gap - School	Scale Score Gap - State	
25th vs 75th Gap	39	54	

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GRADE SPAN PK-08

41-3890-050 OXFORD CENTRAL SCHOOL 17 KENT STREET OXFORD, NJ 07863-0510

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

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SCHOOL CLIMATE

WARREN OXFORD TWP

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 40 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	1.3%

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GRADE SPAN PK-08

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Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	102

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OXFORD TWP

State of New Jersey 2014-15

GRADE SPAN PK-08

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NA	ME DISTRICT NAME	SCHOOL NAME	CDS CODE O	GRADESPAN	ECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNERS	SPECIAL EDUCATION
ATLANTIC	ESTELL MANOR CITY	ESTELL MANOR ELEMENTARY SCHOOL	01-1410-050	KG-08	12.3%	0%	14.1%
BERGEN	LYNDHURST TWP	ROOSEVELT SCHOOL	03-2860-110	04-08	16.2%	0%	14.4%
BURLINGTON	LUMBERTON TWP	LUMBERTON MIDDLE SCHOOL	05-2850-060	06-08	20.8%	0.9%	21.1%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #3	05-4930-070	06-08	12.3%	0.4%	17.5%
CAMDEN	CHERRY HILL TWP	HENRY C. BECK MIDDLE SCHOOL	07-0800-073	06-08	14.5%	0.8%	20%
CAMDEN	CHERRY HILL TWP	ROSA INTERNATIONAL MIDDLE SCHOOL	07-0800-074	06-08	14%	0%	16%
CAPE MAY	DENNIS TWP	DENNIS TWP ELEMENTARY/MIDDLE SCHOOL	09-1080-050	04-08	26.2%	0%	21.1%
CHARTERS	TEANECK COMMUNITY CS	TEANECK COMMUNITY CHARTER SCHOOL	80-7890-920	KG-08	10.5%	0%	12.1%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SOUTH ORANGE MIDDLE SCHOOL	13-4900-050	06-08	18.2%	0%	14.9%
GLOUCESTER	CLEARVIEW REGIONAL	CLEARVIEW REGIONAL MIDDLE SCHOOL	15-0870-030	07-08	13.1%	0%	13.1%
GLOUCESTER	KINGSWAY REGIONAL	KINGSWAY REGIONAL MIDDLE SCHOOL	15-2440-060	07-08	10.4%	0.3%	14.3%
GLOUCESTER	WASHINGTON TWP	BUNKER HILL MIDDLE SCHOOL	15-5500-020	06-08	17.7%	0%	16.8%
MIDDLESEX	OLD BRIDGE TWP	JONAS SALK MIDDLE SCHOOL	23-3845-110	06-08	21.9%	0%	17.3%
MIDDLESEX	WOODBRIDGE TWP	COLONIA MIDDLE SCHOOL	23-5850-060	06-08	19.6%	0%	15.5%
MONMOUTH	HAZLET TWP	HAZLET MIDDLE SCHOOL	25-2105-105	07-08	19.9%	1.2%	21.3%
MONMOUTH	MIDDLETOWN TWP	THORNE MIDDLE SCHOOL	25-3160-059	06-08	22.6%	0.3%	20.5%
MONMOUTH	TINTON FALLS	TINTON FALLS MIDDLE SCHOOL	25-5185-070	06-08	19.6%	0.2%	18.6%
MONMOUTH	WALL TWP	WALL INTERMEDIATE SCHOOL	25-5420-075	06-08	10.1%	0.6%	15.4%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	27-2380-045	06-08	13.5%	0%	16.3%
MORRIS	MOUNT ARLINGTON BORO	MOUNT ARLINGTON PUBLIC SCHOOL	27-3410-050	03-08	18.4%	0.8%	20.1%
MORRIS	MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	27-3450-040	06-08	12.4%	0.7%	17.8%



41-3890-050 SCHOOL PEER GROUP OXFORD CENTRAL SCHOOL WARREN 17 KENT STREET GRADE SPAN PK-08 **OXFORD TWP** OXFORD, NJ 07863-0510 PASSAIC LITTLE FALLS TWP LITTLE FALLS TOWNSHIP PUBLIC 31-2700-050 05-08 24.3% 0.2% 19.3% SCHOOL #1 NORTH HALEDON BORO HIGH MOUNTAIN MIDDLE SCHOOL 31-3640-050 0% PASSAIC 05-08 18.5% 15.4% WANAQUE BORO WANAQUE ELEMENTARY SCHOOL 0% PASSAIC 31-5440-070 KG-08 14.9% 15.3% SALEM ALLOWAY TWP ALLOWAY TOWNSHIP SCHOOL 33-0060-020 PK-08 13.9% 0% 15.2% UPPER PITTSGROVE TWP UPPER PITTSGROVE SCHOOL 25.8% 0% SALEM 33-5320-070 PK-08 19.2% SUSSEX FRANKFORD TWP FRANKFORD TOWNSHIP SCHOOL 37-1560-050 PK-08 11.7% 0% 13.1% SUSSEX OGDENSBURG BORO OGDENSBURG BOROUGH SCHOOL 37-3840-050 KG-08 24.2% 0% 19.3% DISTRICT HARMONY TOWNSHIP SCHOOL HARMONY TWP WARREN 41-2040-030 PK-08 15.9% 0% 15% DISTRICT OXFORD TWP OXFORD CENTRAL SCHOOL WARREN 41-3890-050 PK-08 15.4% 0% 14.9% WHITE TWP WHITE TOWNSHIP CONSOLIDATED 41-5780-050 WARREN PK-08 19% 0% 18.2% **SCHOOL**